

**Utah State Office of Education
Special Education Services
250 East 500 South P.O. Box 144200
Salt Lake City, Utah, 84114-4200**

Date

Local Education Agency
Address of LEA

Dear

During Phase I of the Utah Special Education Program Improvement Planning System (UPIPS), your **school district/charter school** is conducting a self-assessment that addresses both compliance with the Individuals with Disabilities Education Act (IDEA) and improved results for students with disabilities. As part of the general supervision/compliance portion of the self-assessment, the Utah State Office of Education, Special Education Services (USOE-SES), reviewed selected information to assist your **district/charter school** in ensuring that its content is consistent with Federal Regulations and State Special Education Rules.

Listed below is the selected information reviewed by USOE-SES and the compliance status of that information. Information that is determined out of compliance must be addressed in the **district's/charter school's** Corrective Action Plan that becomes part of the Program Improvement Plan. Your **district/charter school** may have some information that is incomplete and is, therefore, unable to be determined in compliance. Your **district/charter school** has thirty (30) days to resubmit this information for compliance determination.

A. AREA of ANALYSIS: **Forms**

State Requirements	Compliance Status	Notes and Comments
Procedural Safeguards Notice		
Prior Written Notice (embedded in most forms)		
Notice of Meeting		
At Risk Documentation (pre-referral/regular education interventions)		
Referral		
Preschool Referral		
Consent To Evaluate/Re-Evaluation		
Review of Existing Data		
Evaluation Summary Report		
Determination of Eligibility		
Individualized Education Program		
Transition Plan		
Services Plan (Private and Home School)		
Consent for Initial Placement		
Change of Placement		
Notice Regarding Age of Majority Rights		
Summary of Academic Achievement and Performance		
Record of Access		
Access Authorization		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Forms Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

B. AREA of ANALYSIS: **Child Find System**

State Requirements:	Compliance Status	Notes and Comments
LEA develops policies and procedures consistent with IDEA- B and State Rules, that ensure all SWD, 0-21, in jurisdiction who are in need of sped/related services, are identified, located and evaluated.		
<i>Major components of child find include:</i>		
LEA implementation and coordination of Child Find activities, including private schools within the LEA's jurisdiction.		
Highly mobile students with disabilities, including migrant and homeless students		
Students suspected of being a student with a disability even though they are advancing from grade to grade		
Collaboration/coordination with State and Local Depts. of Health, which have responsibility for providing early intervention services for infants & toddlers with disabilities, ages birth – two. (Part C program)		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Child Find Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

C. AREA of ANALYSIS: **Identification and Evaluation**

State Requirements:	Compliance Status	Notes and Comments
Procedure for Determination of Eligibility for SLD		
Information about Independent Educational Evaluation		
Evaluation Materials, Tests, and Assessment Tools		
Sensory-Vision & Hearing		
Emotional-Behavioral-Social		
Health &Physical Development		
Motor Abilities		
Age Appropriate Transition Assessments		
Adaptive Self Help		
Cognitive/General Intelligence		
Academic Performance		
Communicative Status		
Native Language Available		
Other Modes of Communication		
English Proficiency Assessed		
Parental Input Methods		
Observation Tools		
Classroom-based Assessments		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Assorted Information Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

D. AREA of ANALYSIS: **Personnel**

State Requirements:	Compliance Status	Notes and Comments
Listing of persons who have completed a surrogate-training program, from which a surrogate parent can be assigned.		
Job roles and responsibilities of paraeducators		
Listing of persons assigned as designated psychological examiners		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Assorted Information Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

E. AREA of ANALYSIS: **Private Schools**

State Requirements:	Compliance Status	Notes and Comments
Child Count (NA for Charter Schools)		
Documentation of annual consultation by LEA and affirmation from private school (NA for Charter Schools)		
Proportionate share of funding (NA for Charter Schools)		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of Assorted Information Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

F. AREA of ANALYSIS: **Information Previously Submitted to USOE**

State Requirements:	Compliance Status	Notes and Comments
LEA Policy and Procedures Manual		
LEA Application for Part B Funds		
Fiscal Audit Report		
Federal Data Reports		
Formal Complaints & Due Process Hearing Requests		
LRBI Annual Report		
Early Intervening Services Report		

Compliance Status Key: Y- in compliance, N – not in compliance, UD – unable to determine compliance status

Summary of State Level Information Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

Please review this document to validate the accuracy of the findings. Should you find any inaccurate statements or findings, it is essential that you identify those concerns and submit them in writing to your USOE Technical Assistant within 30 days.

We appreciate the documentation and submission of information you and your staff have provided in the Off-Site Data Review part of the UPIPS Process. If we may be of assistance as you incorporate relevant information into your corrective action plan or any other area of Year I, the Self-Assessment Process, please let us know.

Sincerely,

Ms. Glenna Gallo, Monitoring Specialist
Special Education Services Unit

, USOE Technical Assistant
Special Education Services Unit

cc: Special Education Director

SAMPLE